DOCUMENT RESUME

ED 031 354 RC 003 572

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The Direction of Migrant Education as Revealed by Site Visits in Selected Counties of Six States.

Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.; Office of Programs for the Disadvantaged (DHEW), Washington, D.C.

Pub Date 68

Note-47p.

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors-Bilingual Teachers, Curriculum Evaluation, *Educational Programs, Inservice Education, Instructional Materials, *Migrant Child Education, *Migrant Education, Migrant Youth, *Program Evaluation, *School Visitation, Spanish Speaking, Vocational Education

Field workers initially observed selected migrant programs in 30 counties in Arizona, California, Georgia, Florida, New Mexico, and Texas during a two-week period in early 1968. A two-day conference was then held, during which recommendations were made as to future direction in migrant education. Major strengths of the observed programs included a high percentage of bilingual staffs, assimilation of migrant children into school activities, and good vocational programs. Major weaknesses included a shortage of qualified teachers, a lack of an adequate definition of the migrant child, and generally inadequate materials. It was also observed that methods of recruitment of migrant school-aged children into schools varied both within and between states. In addition, very few examples of curriculum modification were observed, resulting in teachers relying primarily upon relating textbook materials to experiences of the migrant child. Recommendations included an improvement in transfer records, the development of multi-county projects in migrant education, the initiation of continuous inservice training programs for teachers, and an increase in supplemental services especially at the Federal level. [Not available in hard copy due to marginal legibility of original document.] (EV)

ED031354

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Direction of Migrant Education

as Revealed by Site Visits in Selected Counties of Six States

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Bureau of Elementary and Secondary Education

1968

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The Direction of Migrant Education

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It was assumed that first hand observations in certain States; California, Arizona, Florida, New Mexico, Georgia and Texas would provide information hitherto not readily available; that a previously prepared guide would result in the same areas of concern in observation and in reporting; that a follow-up conference of interaction among the observers would result in the sharing of thinking in problem areas and ultimately recommendations in relation to the problem.

The following major questions were asked:

1. How are migrant children recruited? How are migrant children placed in classes? What types of personnel are employed to work with migrant children?
2. What is the ethnic composition represented by personnel?
3. What special training have personnel received for working with migrant children?
4. What types of material and equipment are being used in selected migrant programs? What materials are used for language development?
5. What organizational arrangements were being used? What efforts have been made to modify curriculum in order to meet more nearly the special and unique needs of migrant children?

6. What types of special assistance programs are in operation?
7. How are special services coordinated?
8. What methods of determining achievement are used?
9. How are results recorded?
10. Is the program preparing the migrant child for life outside the migrant stream?
11. What major strengths and weaknesses were observed?

Seven observers were sent into the field for a period of two weeks from January 29 to February 9 to observe selected migrant programs in 30 counties in Arizona, California, Georgia, Florida, New Mexico and Texas. These individuals included 5 Office of Education representatives, one from the Rural Division of NEA and one from the National Committee on Migrant Education. The observers accompanied by State Department Representatives visited county educational offices, schools, county and local medical clinics, community officials, migrant camps, growers representatives and wharehouse facilities.

Following the field visits, a two-day conference was held on February 27 and 28, during which recommendations were made as to future direction in migrant education.

I. Identification of Migrant Children by Grade level; Method of recruitment; type of class assignment

Table I shows the number and percent of migrant children enrolled in the schools visited.

TABLE 1 a

State	Grade Level			Percent of Total School Enrollment
	Pre-Kindergarten & Kindergarten	Elementary	Secondary	
California	123			25
	60	673	134	25
	53	117		10
	35	149		10
	15	175		10
			160	7
			120	20
Total	286	1,114	414	

TABLE 1 b

State	Grade Level			Percent of Total School Enrollment
	Pre-Kindergarten & Kindergarten	Elementary	Secondary	
Texas	36	494		100
	80	830		100
	10	85		57
	24	552		100
	0	650		35
	30	844		100
	40	330		100
			250	50
		40		12
	61	282		100
		128	312	50
		378		56
		88		20
Total	281	4,701	562	

TABLE 1 c

State --	Grade Level: Pre-Kindergarten & Kindergarten	Elementary	Secondary	Percent of Total School Enrollment
New Mexico	7	50	27	11
	46	390	118	20
		680		
Total	53	1,120	145	

TABLE 1 d

State	Grade Level: Pre-Kindergarten	Elementary	Secondary	Percent of Total School Enrollment
Arizona		900		45
	28	377		44
		400		75
		90		40
Total	28	1,767		

TABLE 1 e

State	Grade Level			Percent of Total School Enrollment
	Pre-Kindergarten and Kindergarten	Elementary	Secondary	
Georgia		20		NR 1/
		35		NR
		54		NR
Totals		109		

1/ Not Reported

TABLE 1 f

State	Grade Level			Percent of Total School Enrollment
	Pre-Kindergarten and Kindergarten	Elementary	Secondary	
Florida		320		52
		265		56
		49		2
		23		
	30	163		52
		420		45
			120	15
		40		8
		282		42
		161	60	34
	23	140		65
	25	300		50
			75	10
Totals	78	2,163	255	

Grand totals reveal 723 pre-kindergarten and kindergarten children, 10,974 at the elementary level and 1,376 at the secondary level. The extreme discrepancy between elementary and secondary enrollment may be a reflection of a high drop out rate. On the other hand, it may reflect inconsistency in reporting or poor local record keeping.

Of the schools visited in California, the largest enrollment was found in two schools in which migrant children accounted for 25% of the population.. In contrast, Texas had six schools with 100% migrant population and four schools in which they accounted for from 50% to 57%. Of the three schools visited in New Mexico, the highest enrollment of migrants was 20% of the total group. Of the four schools visited in Arizona, one school had a migrant enrollment of 75% while the remaining three had from 40-43%. In Florida, one school had 56% migrant enrollment, four had 50% to 56%, two had 25% to 50%, the remaining four school enrollments ranged from 2% to 15%. It is difficult to determine the extent to which enrollment actually represents total number of eligible children, or degree to which conscious effort is made to absorb children in regular schools.

TABLE II

Method of Recruitment Reported in Selected Migrant Programs
by State

State	Newspaper, radio announce-ments	Bilingual school-community aides	Parents' committee	Visiting Teachers, Social Workers, Principals, Teachers	Vista Workers	Attendance Officers	No attempt to recruit
California		X	X				
Texas	X			X			
New Mexico				X			
Arizona		X			X		
Georgia							X
Florida		X				X	(Some Counties)

In California, the use of bilingual school community aides in encouraging school attendance was widespread. These aides provide assistance and guidance in getting the children enrolled in school and in dropout prevention. In one area, parent committees were used in the recruitment of migrant school-aged children.

Texas used an approach of basing recruitment on prior identification records.

In another area, visiting teachers and social workers obtained a "Certificate of Migrancy" from the parents which thus allows the children to be enrolled in special programs.

Newspaper and radio announcements were also used as a means of communication. Result - High attendance at most schools through grade 7, however, the dropout problem was very prevalent at 8th and 9th grade levels.

In New Mexico and Arizona all schools visited used school personnel to identify and recruit migrant children; one exception was an Arizona school in which Vista workers were utilized.

In Florida, the methods used to identify and recruit migrant children varied between counties. In some counties, there are limited attempts to enroll children due in part to already overcrowded schools. In other counties, Title I migrant funds are used to increase the number

of attendance officers in the system. In still other counties, home-school aides are used. One county visited had enlisted the help of the local CAP to survey the migrant population and identify migrant children.

The variations as noted above reveal that there is no one predominant pattern in use.

Methods of pupil Assignment In Selected Migrant Programs Are Shown In Table III

TABLE III

Pupil Assignment to Classes in Selected Migrant Programs

State	Type of Assignment				
	Regular Classes	Separate Classes	Regular and Separate Classes	Separate Migrant Schools	Removed for Special Activities
California	4		1		2
Texas	5	2	1	5	1
New Mexico	2				
Arizona	4				
Georgia	1	2			1
Florida	6	1	1		1

While the majority of migrant pupils attend regular schools and are interspersed into regular classes, Texas has established 5 separate migrant schools. Three States, Texas, Georgia and Florida hold separate classes for migrant student. California, Texas and Florida each reported schools with both regular and separate classes. California, Texas, Georgia, and Florida provide remedial instruction for Migrant students in separate classes until they are able to function at grade level.

Observers noted that it appears to be state policy to enroll migrants in regular school and to maintain separate classes only for remedial or special activities. It should be noted that separate migrant schools in Texas appear to be due to housing patterns. However, observers did not report on any policy relative to the absorption of the migrant children in the regular school system.

There were 583 teachers and 25 administrators in the schools selected. Of the auxiliary school personnel, the largest groups were aides - 289. The smallest group reported was nurses aide - 1. With the extreme need for medical auxiliary services, it is imperative that additional numbers of nurses aids be recruited to meet minimum needs.

The different types of auxiliary personnel involved included aides in the classroom, library, cafeteria and in supplementary services such as health; social workers; nurses; attendance workers; and, parents. The aides usually are young adults who are used as teacher assistants or para-professionals but some aides were parents or older brothers or sisters of the migrant children. A major service provided by these aides usually includes acting as an interpreter in bilingual situations. Opportunities are available in some of the established programs (California, Florida and Texas) for pre and in-service training for which the aides can get college credit.

The major activity of the auxiliary personnel other than aides is to visit the homes of the migrant children and serve the multiple purposes of informing the family regarding the school, to improve home-school communication, increase or improve attendance and render any special health, etc. services that their competence permits. These services also support home, school and community health programs.

II. Personnel in Programs; Ethnic Groups Represented in Personnel, Training Background

Table IV reveals the number of teachers, administrative staff, health personnel, aides, social workers, counselors, attendance officers, nurses aids and volunteers in the selected schools visited.

TABLE IV

NUMBER AND TYPES OF PERSONNEL IN SELECTED SCHOOLS WORKING WITH MIGRANT CHILDREN

State	Number* of Schools	Teachers	Administrative Staff	Health Personnel	Aides	Social Workers	Counselors	Attendance Officers	Nurses Aide	Volunteers
California	7	46	1	2	59		1			3
Texas	13	226	13	12	168	6	1	1	1	
New Mexico	4	19	2		1					
Arizona	3	47		6	32	1	1	1		
Florida	9	240	6	6	28					
Georgia	2	5	3	2	1					
Totals	38	583	25	28	289	7	3	2	1	3

*Totals in this table differ from Table I as observers did not report their observations in all cases for each item on the observers guide.

TABLE V

Ethnic Composition Represented in Personnel
in Selected Migrant Schools

State	Anglo	Negro	Mexican-American	Cubans	Not Reported
California	X		X		
Texas	X		X		
New Mexico					X
Arizona					X
Georgia	X	X			
Florida	X	X		X	

Four States, California, Texas, Georgia, and Florida reveal the ethnic breakdown of their migrant school personnel. In California, about one-fourth of the teachers observed were Mexican-American, the rest were Anglo.

Most of the teachers in Texas were of Mexican-American descent. Teachers in Georgia were recruited from the regular teaching staff and were of Negro and Anglo descent.

Florida reported that attempts have been made to recruit Mexican-American teachers without success. There are some Cuban teachers in migrant schools.

III Training of Personnel

TABLE VI

Special Training of Teachers for Migrant Population in Selected Schools

State	Inservice	Title I	Preservice Orientation	None Reported
California	X	X		
Texas	X			
New Mexico				X
Arizona			X	
Georgia			X	
Florida	X		X	

California, Texas and Florida indicate that all teachers and aides participate to a degree in some form of inservice training program. In California, the training sessions were in conjunction with regular Title I or Headstart inservice training sessions.

Arizona and Georgia have very limited or no inservice training but hold 4 or 5 day preservice orientation sessions or conferences.

New Mexico, because of the size of the programs and due to late funding, did not report any training sessions.

IV. Types of Materials and Equipment

Table VII reveals types of materials in use in selected schools.

TABLE VII

State	Basic Text	Multiple Text	Expendable Material	A-V Equipment	Teacher-prepared Material
California	X	X	X	X	X
Texas	X	X	X	X	X
New Mexico	X		X	X	X
Arizona	X		X	X	X
Georgia	X		X	X	X
Florida	X	X	X	X	X

A variety of materials are in use for language development in the programs visited. The reading laboratories produced by Science Research Associates and the Peabody language masters were the most frequently mentioned commercial materials. Bilingual materials developed at the Southwest Regional Laboratory are being used in two States. In contrast, observers found very little emphasis on material for Spanish-speaking children in programs in two States in which this type of material is needed.

Additional materials mentioned were flannel boards, film strips, tape recorders, and record players. In one program the migrant activities were coordinated with a materials center that is operated with Title I funds.

In another program visited, a unique dimension has been added to the area of language development. A daily bilingual radio broadcast is received in several schools as a supplement to the existing language instruction.

From the information available, it appears that there is a great deal of money being spent on Audio-Visual equipment. Even the poorest schools visited were well supplied with A.V. materials. These include overhead projectors, tape recorders, film strip projectors, movie projectors and other machines.

However, several observers reported that they saw very little of this equipment in use. This can be partly explained by the late funding schedule but attention is directed to the need for greater State and Federal "leadership " in guidance in selection of appropriate materials.

One problem that must be pointed out is that the effective use of materials and equipment requires extensive training for the teacher. There was little evidence that special training for using A-V equipment was conducted.

V. Organizational Arrangements and Curriculum Modifications

Several different organizational arrangements were found by the observers who visited the six States covered in this project. Texas shows two different patterns or structures, the six month schools and the modified program. The six month schools operate from November to April on an extended day with fewer holidays than the regular term. The modified program adds an extra hour each day for migrant children. Other programs include special Saturday classes in physical education (recreation programs basically). There was no uniformity in organizational pattern. Attempts at team teaching, specialized scheduling, e.g. block time, special tutoring, non-graded classrooms were all observed in at least one of the schools visited. The use of teacher aides in an effort to provide individualized instruction was the most prevalent practice.

In one Florida County, schedules are worked out to bring variety into the program. Blocks of time are planned to allow for double exposure of students to non-academic subjects where they will hear a great deal of spoken English, but not be subjected to very much reading or writing. This double exposure might be in any field. As the pupil becomes able to advance his knowledge understanding and ability to handle English, he is placed in the regular classroom stream.

Curriculum Modifications

Very few examples of curriculum modification were observed. The approach remained basically textbook centered with attempts by the teacher to relate materials to the experiences, particularly travel, of the children. Two examples of this involved reports on travel to the nation's capital and the annual pony round-up on Chincoteague Island.

Areas where efforts at curriculum modification are being attempted centered on the area of language arts. The reading program also has come in for special attention with emphasis on bilingual and oral emphasis.

Additional aspects observed included use of field trips to broaden the cultural backgrounds of students, emphasis on individual instruction and use of EDL materials and language master. There is also the attempt to produce more appropriate curriculum materials by a teacher-study group in California as well as math guidelines for migrant children produced in Florida.

VI. Special Programs

Five special types of assistance programs were identified prior to the field visits by the OE observers namely: Adult Literacy, Food Services, Health Education Services, and Vocational Training. The total number of programs by State and the number of special programs present are listed in the following table.

Table VIII

Nature and Frequency of Special Programs
In Selected Migrant Schools

State	Adult Literacy	Food Services	Health Education Services	Vocational Training
Arizona	2	3	4	1
California	4	6	4	1
Florida	2	8	9	4
Georgia	-	3	3	-
New Mexico	1	1	1	
Texas	8	11	11	6
Total	17	32	32	12

The observers visited a total of thirty-six programs. The most frequently available special programs are food services and health services. Among the Adult Literacy programs those observed in California particularly in the Corcoran Unified School District and the Union High

School District seemed to be exemplary.

Food services and health services are almost universal reflecting the migrant childs need for food and health care. Frequently included in the latter is clothing as well as medical attention. Despite the scattered prevalence of these services, they usually are not deemed adequate to meet the demand consisting mainly of the availability of a nurse plus immunizations, examinations and some dental work, eye glasses, etc.

The final program, vocational training, had high priority in several schools in Texas, Florida and a high school reporting some in California where eight different vocational education programs were in operation. Pre-vocational as well as vocational training was included in this category in the report for Texas. Some of these programs were also not exclusively migrant. Space and funds remain a problem.

Care should be exercised in the interpretation of the special programs mentioned in this section as their inclusion means only that such a program has been started or is available and does not imply that the service is adequate to meet all the needs or is even very extensive.

VII. Coordination of Services

Comments regarding coordination of services ranged from complete and positive, particularly when there was involvement in planning by all

agencies, to largely negative. There is much opportunity for coordination of services particularly with OEO, Title I, various local civic and church groups and State organizations. Some excellent examples of cooperation include the Quarterback Club in Hastings, Florida; Lake County, Florida County Health Department and Civic Groups; and the schools in California. Arizona also reported cooperation among local county and Federal agencies including MOP, OEO, County Health and Welfare, Adult Basic Education and Church Welfare Groups.

VIII. Methods of determining achievement.

In each school visited both standardized tests and observation were used to measure achievement. Those instruments noted which evaluate a broad range of abilities include the Stanford Achievement Test, the Metropolitan Achievement Test and the SRA Primary Mental Abilities Test. Among those mentioned which focus on a specific area are Silvaroli's Reading Inventory and the Oral Language Development Test which was obtained from Arizona State University.

Observers noted that the use of teacher-made tests for evaluation is widespread. Several schools in Florida also reported using special tests developed by Florida State University and the State Migrant Education Agency.

IX. Method of recording and reporting results.

In the five states for which information was reported standard report cards are in use. In only two of these states did observers find bilingual report cards being used.

Two states reported using interstate transfer record cards. In one school visited, a bilingual counselor holds conferences with parents of children who have special problems. In another school, four parent visitation days are held during each school year. Conferences are held with parents on these days.

X. Is the program preparing the migrant child for life outside the migrant stream?

The reports of observers varied from state to state regarding the preparation of migrant children for life outside the migrant stream. For example, in most of the programs visited in one state there is a strong emphasis on vocational education related to specific skills and job possibilities. There are no work-study arrangements in connection with these programs, however.

In three states observers reported that they found no clear evidence of general attention to preparing migrant children for other work. There were two exceptions to this generalization; in one state the MCEP* is designed to help migrants leave the migrant stream, and in another there appears to be some effort to inform migrant children of other occupations.

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*Migrant Compensatory Education Programs

In the fifth state for which this information was reported there is special effort at the junior and senior high levels to provide training for non-migrant vocations. Some of the administrators interviewed expressed their feeling that even more effort should be channeled in this direction. There was no evidence of work-study programs or cooperative arrangements with potential employers.

VI. Major Strengths and Weaknesses Observed in Programs

Major Strengths Identified

A. Teachers and other personnel

-improved morale as a result of the migrant program
-high percentage of staff bilingual
-teachers enthusiastic and open to new ideas
-migrant teacher-aides are used in classes in reading labs
-good rapport with migrant children
-good inservice training
-well-qualified special reading teachers

B. Students

-improved morale as a result of the migrant program
-students can enter program at any time during the year
-high attendance rate
-migrant children are assimilated into school activities

C. Curriculum and instruction

-team teaching observed at one grade level
-special curriculum materials being used (commercial and teacher-prepared)
-program designed to meet individual needs
-excellent vocational program

-tutorial program:older students help younger
-curriculum development based on the experiences of migrant children
-Spanish taught to Mexican-Americans, Negroes, Whites
-bilingual report cards

D. Facilities

-good plant and equipment
-attractive library

E. Other

-migrant program relieves burden of migrant children in regular schools
-coordination of all compensatory programs
-home-school liaison: teachers visit migrant homes
-migrant education program effective in keeping families out of the migrant stream
-Saturday recreation program
-extension of health services
-involvement of parents and community residents

Major Weaknesses Identified

A. Teachers and other personnel

-shortage of qualified teachers; need for inservice training also

B. Students

-need for clarification of definition - of "migrant child"
-only 10% of migrant children are attending school
-question of whether or not lunches should be paid for

C. Curriculum and instruction

-isolation and distance preclude extended day program
-traditional teaching; textbook still focus of instruction, even where A-V equipment is available
-class size: 25-46

-little result from interstate
migrant record system
-little planning for self-concept
development
-need for modified curriculum for
large numbers of overage children
-need for preschool education
-inadequate and insufficient materials
-need for 12-month school year
-availability of adult programs varies;
migrants do not always get involved
-need for work study programs
-need for improved project evaluation

D. Community

-local growers fearful that adult
education will decrease labor supply
-school board conservative; migrants
viewed as outsiders
-insufficient people and support in
area for intensive program
-minimum of parental involvement
-need for school and community worker
who is bilingual; full-time

E. Facilities

-shortage of adequate facilities,
equipment, space

F. Coordination

-little result from interstate
migrant record system
-need for clarification of roles
of administrative and super-
visory personnel
-disagreement with Labor Dept.
over priority of work skills
vs. academic advancement
-problems resulting from
late funding

Recommendations of the Observers

The observations summarized in this report indicate that the implementation of effective migrant education programs is still a goal rather than a reality. While successful attempts to establish programs were identified in specific areas, they represent only a small proportion of the total effort needed to achieve a goal of meaningful education for all migrant children.

On the basis of their site visits, the observ rs were able to identify what appears to be the most critical needs and to recommend directions to be taken in an attempt to meet these needs. These problem areas can be grouped in two categories: 1) problems that are currently identifiable in a wide range of educational settings; that is, problems common to rural and urban areas across the country and 2) problems which appear to be unique to migrant education because of the specific economic, and social conditions which define the migrant way of life.

The focus in this report will be on those problems included in the 2nd category.

A central factor influencing migrant education is the mobility of the childrer and the instructional problems that result. To meet these problems the observers recommend that -

1 - transfer records be improved and if possible one record be used for all migrants

2 - multi-county projects be developed particularly in the area of special teachers of art, music, speech correction, guidance and counseling and psychological and social work services.

3 - interstate coordination be established among all states in the migrant stream

4 - planning grants be made available for each state to identify all migrants within its borders so that educational services may flow to all eligible migrant children

5 - the Office of Education consider a broader definition of migrant workers to include seasonally unemployed farm workers.

It became quite evident during the field visits that some states were including seasonal farm workers in their migrant programs. In other states seasonal farm workers were living in the same areas as migrant workers, doing the same work but because of the fact that the parents did not cross county lines their children were ineligible for aid.

A second critical factor is the lack of adequately prepared teachers. Systematic attempts to solve this problem should be undertaken through:

1) Continuous inservice education programs

2) Pre-service training for teachers at junior and senior college years by exposing prospective teachers to migrant life

3) Expansion of the Teacher Corps concept at Schools of Education and allotment of blocks of Teacher Corps Trainees to migrant areas

4) Released time for teachers during both summer and regular sessions to study new techniques and methods of instruction for migrant children

5) More involvement at the State level in the overall recruitment of teachers for migrant children

6) Establishment of staff development centers (parallel with inservice training) as a continuous ongoing program

7) An examination of the new Educational Professionals Development Act to help secure scholarships for inservice and preservice training of migrant teachers and teacher aides and to aid colleges and universities in the prepration of courses.

8) The establishment of an inter-State teacher exchange program as well as dissemination of information on teacher recruitment, selection, placement and training.

A third critical factor is the area of curriculum and instruction. Time and again the comment was made that the curriculum is not meaningful to the migrant child. The observers recommend the following:

1) that special materials be developed in cooperation with State, local and university personnel to meet curriculum needs of migrant children.

2) wider use be made of instructional medium such as TV and FM radio

3) Because of limited cultural and educational background of migrant parents, and children, preschool education for migrant children at age of 3 is recommended

4) Encouragement of enroute travel programs wherever feasible

5) The development of short term units ~~units~~ to meet the needs of migrant children especially in math and language arts

6) State and local educational authorities have an obligation to reach out and develop materials and programs for migrants

7) There is a desperate need for broad based occupationally oriented education and guidance services at the elementary level

8) For most migrant youth there is a need for skill and vocational training at the 7th, 8th, and 9th grade levels. Comparatively few of the migrant youth attend school beyond this level because at age 16 their services are needed in the field to supplement the family income. If successful attempts are to be made to reduce the number of youth entering the migrant stream then a soluble skill must be developed for many migrant youth at the junior high school level.

9) There is a need for Adult Basic Education programs for Migrants similar to those funded under Title IIIB of the Office of Economic Opportunity. Stipends must be paid adult migrants at their home base to enable them to pursue adult education courses. These programs must then be linked with Vocational Education Courses

under the various programs maintained by Manpower Training units of the Department of Labor.

In order to encourage their children to attend school, adult members of the migrant community must first see that the way to upward mobility is through education.

10) There is a need for development of Bi-lingual education for children and adults

11) The migrant family must be involved in planning with school and local authorities for the future of its children.

A fourth area of concern for migrants is that of supplemental services.

1) The Office of Education should work cooperatively with the U.S. Public Health Service to secure more funds for medical and related services for migrants

2) The Office of Education should encourage the use of State and Local Health Departments to provide Health Services for migrants

3) Self help housing provided under OEO and the Farmers Home Administration to a limited extent should be expanded. Under this program 4 bedroom - two bath homes have been built for $7,000 equivalent value on the open market $15,500 to $16,000. The down payment for the home is 1000 hours of migrant labor at $2 per hour. Interviews with migrant occupying the housing they have built discloses that they are now determined that their children will complete school get a job and remain, if at all possible, in the

home community

4) School attendance officers must enforce state laws as regard school attendance. In one area observors were informed that only 10% of eligible school children were attending school. This is a matter for State leadership.

APPENDIX

Migrant Projects recommended as superior by observers

Maricopa County, Arizona

"Dysart program serves as a model in the following ways not mentioned in the questionnaire:

1) It is educating teachers to the rationale of building a curriculum around life experiences of the migrant farm child.

2) Provides for model Home-school liaison

3) Demonstrates a practical health program with emphasis on personal hygiene

4) Demonstrates utilization of professional and paraprofessional staff in school, community or camp environments

5) Coordinates with programs provided by peripheral agencies

6) Shows interstate and intrastate cooperation and coordination

7) Team planning shown on specific grade level methodology."

Monterey County, California

"This is probably the most exciting school visited. It must be kept in mind that the total school budget and funds are minimal. The whole school program is designed to meet the individual needs of all students. However 68% of the student body is Spanish surnamed. Probably the highlight of this visit was the opportunity to lunch with five Mexican-American students. They were extremely well poised, articulate, and just sparkled. I did visit the nurses aid-and orderly program conducted by the bi-lingual nurse. This program is so designed that any time of the year the students enroll they can participate in the program.

Of the 25 students, 15 plan to further their education.

Their vocational program was tops. One group was making a house from scratch under supervision. Another group was making carrels and other furniture for the library, which is as well made as anything commercially available. The students are encouraged to participate in sports (wrestling, track, tennis, etc.) This is probably the reason this school has the lowest drop out rate in the county. I did suggest to the coordinator of the county that a film should be made of what this school is doing to meet the needs of all students. I was interested in the schedule of the non-English speaking students:

1st period - Spanish I (bilingual teacher)

2nd period - Physical education

3rd period - English for Spanish speaking students

4th period - Arithmetic (bi-lingual teacher)

5th period - orientation (bi-lingual teacher)

6th period - language lab (bi-lingual teacher)

7th period - ESL (bi-lingual teacher and aide)

Except for the P.E. teacher - each instructor speaks fluent Spanish.

Collier County, Florida

Highlands and Lake Trafford elementary schools are two comparatively new schools built within the last five years. The county elementary supervisor who conducted the tour of the schools was formerly principal of the Highlands school for twelve years. This school

has all types of visual aid equipment and an excellent film library to draw from with many films on Mexican-American life. Posters and art work are in evidence in classroom after classroom containing both Spanish and English meanings of words. The library had most reference works available. It contained 14,000 volumes and the librarian told us that even with the help of an aide it was difficult to keep up with the demand for books. We observed a speech therapist working with children who had language difficulties. Each classroom visited was a beehive of activity and active participation was the order of the day. The teachers told us that the migrant children were anxious to come to school and were rarely absent - 98% ADA.

Spanish is taught in five classes in the school; not only to Mexican-Americans but Negro and white children as well. The migrant children were completely assimilated in school activities. All types of materials have been developed over the past 12 years based on needs of the migrant children. All the teachers we spoke to had been in migrant homes and had seen all their migrant families. The teachers related extremely well to the migrant children and these children seemed to relish school life. The school has removable walls so that space can be used for small group and lecture teaching methods. There are special service personnel available for speech art and music."

The supervisor of elementary education would like to secure funds for a project for an ungraded demonstration school at this location. Included in this project would be a teacher-training component as well as a teacher aid component to provide upward mobility for both Negro and Mexican-American aids.

Las Cruces, New Mexico

"Project 'Move Ahead' basically includes a daily radio program broadcast to all schools. The program broadcasts are designed to supplement existing language instruction in the regular classroom for Spanish-speaking students who are deficient in English communications skills. The lessons are constructed with counseling objectives in mind in that they may improve student attitude and raise aspiration levels through enforcement of the self-image in the student's present cultural setting. Trained teacher aides in the classrooms act as radio broadcast monitors and tutors for the students. A newsletter, in Spanish and English, describing the project is given to all parents. It also lists available public services, techniques which parents may use to assist students and home, and encourages parents to listen to the radio programs."

Guide for Observation of Migrant Program

Project Visited _____

Observer _____

General Directions: The information requested below relates just to the activity actually observed unless otherwise specified.

I. Basic Information

A. Descriptors

1. State
2. County and/or District
3. Project Title
4. Date Project Began
5. Date of Visit
6. Location of Activities visited (school, office, renovated store, portable classroom, etc.)

B. Migrant Children

1. Number of Migrant Children

School	Pre K & K	Elementary	Secondary	As % of total enrollment*
1.				
2.				
3.				

2. How are the migrant children "recruited" and diagnosed? Approximately what percent of those who should attend actually attend?

*Estimated at time of visit.

Project Visited _____

Observer _____

3. How are the migrant children placed in classes? (interspersed in regular classes, separate classes, other)?

C. Staff working with migrant children

1. Number of staff

School	Teachers			Other (Specify, para-professionals, nurse, etc.
	Pre K & K	Elementary	Secondary	
1. 2. 3.				

2. How are staff recruited? What experience have they had with migrant children? Are they all Anglo? Are they bilingual?

3. What special training have the teachers and staff received for working with migrant children (both before and during this project)?

D. Materials

1. Which of the following educational media are used? (Check and comment on extent of use.)

Basic text _____
Multiple text _____
Expendable material _____
A-V equipment _____
Teacher prepared material _____
Comment:

2. What materials are used for language development?

II. Activities

A. Innovative Activities

1. Auxiliary personnel
What use is made of auxiliary personnel in the project? Are parents and other migrants (including older children) involved? If so, what training do they receive? Can they advance to higher positions through this training?

2. Organizational Arrangements
Are any special organizational arrangements used?
Team teaching?
Special Scheduling?
Individualized Instruction
Other?

3. Curriculum Modifications
What efforts have been made to modify curriculum in order to meet more nearly the special and unique needs of migrant children?

B. Special types of assistance programs

1. Special programs
Check the special programs present in this project. Comment briefly on their effectiveness.

Adult Literacy _____
Day Care _____
Food Services _____
Health Education and Services _____
Vocational Training _____
Other _____
Comments:

2. Coordination of Services
Are the services of other agencies, both public and voluntary, in the area coordinated in this project?

III. Results

A. Evidences of Learning

1. What methods of determining achievement are used (test, interview, observation)?

2. How are results recorded (records) and reported (i.e. to parents)?

3. Is the program preparing the migrant child for life outside the migrant stream? How?

B. Behavioral and Attitudinal Changes

1. What attention is given to behavioral and attitudinal changes in children? To the "self-concept" of the children?

C. Evaluation

1. Has the project ever been evaluated?

___yes if yes 1. Briefly describe method?
2. Who did evaluation?
___no 3. When was evaluation done?

2. What do the participants (project director, teachers, and students) feel are the major strengths or results of the project?

3. What do the participants feel are the major weaknesses of the project?

Project Visited _____

Observer _____

IV. Observer Record

A. Number of hours spent on visit

B. With whom did you visit (staff, students, parents)? Also indicate approximate percent of time spent with each.

V. Other Comments

Guide for Observation of Migrant Program

State_____

Observer_____

I. State Plan

A. Does the project appear to be what the application and State plan said it was? Briefly explain the differences if you can.

II. Continuity Among Programs

A. Comment on the continuity among programs, both within States and between States if possible. What information is received from previous schools attended, and what information is sent to next school? What efforts are made to assure that records are transferred?

State _____

Observer _____

B. What is the nature of the information transferred? Is it accurate? How is it used?

C. Are there any special cooperative administrative arrangements between a sending school and a receiving school.

III. Coordination Status

A. What role has the State of Education Agency played in coordinating the migrant programs within the State. What technical assistance has the State provided? What monitoring activity has the State conducted? How is the State evaluation done?

State _____

Observer _____

B. Has the State Education Agency provided any special training for the project staff?

C. What has been done to coordinate the program with those in other States?

IV. Summary

A. Persistent problem areas you observed.

B. Opinions and suggestions about any phase of the program.